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ABSTRACT

Developed in Virginia, this publication contains task analysis guides to support selected tech prep programs that prepare students for careers in radio and television production. This guide contains the following elements: (1) a collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis; (2) a list of courses and programs that make up the tech prep program; and (3) a list of 35 resources that can be used to support instruction. The task lists are comprised of a duty area, a task or competency, a performance objective, a performance measure, and enabling objectives and activities. (KC)

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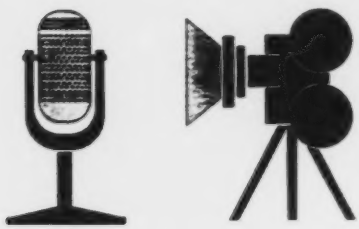
TASK ANALYSES

COMMUNICATION, ARTS, AND MEDIA CLUSTER

Radio/Television Production

ED 406 541



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Commonwealth of Virginia
Virginia Community College System
Richmond, Virginia 23219

Task Analyses
Communication, Arts, and Media Cluster

Developed by

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INTRODUCTION

This publication contains a task analysis guide to support selected Tech Prep programs that prepare students for careers in Radio/Television Production.

Tech Prep curriculum guides are essentially local products, developed to support programs offered by a community college and the school divisions in its consortium. Each guide is intended to serve as a model for other sites that wish to establish a similar program, and for this reason, all deliverables as they are received are placed in the library of the Virginia Vocational Curriculum and Resource Center (VVCRC), available on loan. A few have been selected for publication and broader distribution by the Virginia Community College System, based on their potential for widespread use.

This task analysis guide has the following essential elements:

- A collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis
- A list of courses and programs that make up the Tech Prep program
- A list of resources that can be used to support instruction.

Certain other elements, such as related academic skills and career path information, have been included if developed by the local site. Other information, including learning activities, sample student schedules, course descriptions, and other introductory matter, may be obtained from the complete guide in the VVCRC library or from the project director.

This task analysis guide has been reviewed and approved for statewide use in secondary schools by the appropriate content specialist at the Virginia Department of Education. Due to recent restructuring of many secondary program areas, the content of a Tech Prep guide, based on local employment requirements, may differ from the VDOE-recommended course content. Suggestions by the content specialist to reconcile these differences may be noted in the guide.

TASK INVENTORY
FOR
TELEVISION PRODUCTION

DUTY AREAS

1. Getting Started in Television Production
2. Operating Studio Equipment
3. Operating Control Room Equipment
4. Scripting, Producing, and Directing Television Programs
5. Broadcast Communications
6. Operating Editing Equipment
7. Operating Electronic Field Production (EFP) Equipment
8. Analyzing Production and Design Values
9. Managing Computer Technology
10. Understanding the Nature of Transmission Systems

RELATED ACADEMIC COMPETENCIES

Radio/Television Production

Local employees are looking for these competencies in the field of Radio/Television Production. A list of the corresponding 1995 SOL's is attached.

COMMUNICATION COMPETENCY	RELATED 1995 SOLs
• Demonstrate accuracy in notetaking skills.	10.1, 10.2, 10.4, 10.7, 10.9, 10.10
• Practice good listening skills.	10.1, 10.2 11.9
• Execute proficiency in following directions.	10.1, 10.10 12.2
• Use acceptable grammar in speech and in writing.	10.2, 10.7, 10.8, 10.9, 10.10 11.1, 11.7, 11.8, 11.9 12.1, 12.7
• Demonstrate the writing process.	10.7, 10.9, 10.10 11.7, 11.8, 11.9 12.7
• Demonstrate proficiency in verbal and written communication skills.	10.1, 10.2, 10.4, 10.7, 10.8, 10.9, 10.10 11.1, 11.7, 11.8, 11.9 12.1, 12.2, 12.7
• Explain and use critical thinking skills.	10.2, 10.4, 10.8, 10.9, 10.10 11.1, 11.8, 11.9 12.2
• Describe and practice the use of constructive criticism.	10.2, 10.8 12.2
• Collect, analyze, and interpret information for a research paper.	10.4, 10.9, 10.10 11.9 12.7
• Define and provide examples of plagiarism, quotations, and rephrasing.	10.4, 10.10 11.9
• Define and explain copyright – give examples.	10.4, 10.10 11.9
• Demonstrate excellent public speaking skills (i.e., clarity, intonation, enunciation, poise).	11.1 12.1
• Identify and demonstrate effective use of script writing techniques.	10.8

*Based on locally derived occupational information

COMMUNICATION COMPETENCY	RELATED 1995 SOLs
• Explain and demonstrate the mechanics of technical composition.	11.8, 11.9 12.7
• Demonstrate clear and precise penmanship.	10.7, 10.9 11.7, 11.8 12.7
• Demonstrate mastery of reading skills and comprehension.	10.4, 10.8, 10.10
• Explain and demonstrate the use of manuals, textbooks, dictionaries, and other resource materials.	10.1, 10.4, 10.8, 10.10 11.9 12.1
• Explain and demonstrate job skills needed to be successful in business.	10.1, 10.4, 10.7, 10.9, 10.10 11.1, 11.7, 11.8, 11.9 12.1, 12.2, 12.7

*Based on locally derived occupational information

1995 STANDARDS OF LEARNING

LANGUAGE ARTS COMPETENCY

10.1 The student will participate in and report small-group learning activities.
- Assume responsibility for specific tasks.
- Participate in the preparation of an outline or summary of the group activity.
- Include all group members in oral presentation.

10.2 The student will critique oral reports of small-group learning activities.
- Evaluate one's own role in preparation and delivery of oral reports.
- Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.4 The student will read and interpret printed consumer materials.
- Identify essential information needed to operate specific tools, appliances, technology hardware, or other equipment.
- Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.
- Skim manuals or consumer texts to locate information.
- Compare and contract product information contained in advertisements with instruction manuals and warranties.
- Apply the information contained in labels, warnings, manuals, directions, applications, and forms to complete simulated or real-world tasks.

10.7 The student will develop a variety of writings with an emphasis on exposition.
- Plan and organize ideas for writing.
- Elaborate ideas clearly through word choice and vivid description.
- Write clear, varied sentences.
- Organize ideas into a logical sequence.
- Revise writing for clarity and content of presentation.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- Use available technology.

10.8 The student will critique professional and peer writing.
- Analyze the writing of others.
- Describe how writing accomplishes its intended purpose.
- Suggest how writing might be improved.
- Apply knowledge of critical analysis to writing.

10.9 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
- Translate concepts into simpler or more easily understood terms.

10.10 The student will collect, evaluate, and organize information.
- Organize information from a variety of sources.
- Verify the accuracy and usefulness of information.
- Use available technology.

11.1 The student will make persuasive presentations.
- Organize evidence to support a position.
- Present evidence clearly and convincingly.
- Support and defend ideas and thoughts in public forums.

11.7 The student will write in a variety of forms with an emphasis on persuasion.
- Develop a focus for writing.
- Evaluate and cite applicable information.
- Organize ideas in a logical manner.
- Elaborate ideas clearly and accurately.
- Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Revise writing for accuracy and depth of information.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

11.8 The student will write, revise, and edit personal and business correspondence to a standard acceptable in the work place and higher education.
- Apply a variety of planning strategies to generate and organize ideas.
- Organize information to support the purpose of the writing.
- Present information in a logical manner.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- Use available technology.

11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.
- Narrow a topic.
- Develop a plan for research.
- Collect information to support a thesis.
- Evaluate quality and accuracy of information.
- Synthesize information in a logical sequence.
- Document sources of information using a style sheet format, such as MLA or APA.
- Revise writing for clarity of content.
- Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.
- Use available technology.

12.1 The student will make a 5-10 minute formal oral presentation.
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- Use a well-structured narrative or logical argument.
- Use details, illustrations, statistics, comparisons, and analogies to support purposes.
- Use visual aids or technology to support presentation.

12.2 The student will evaluate formal presentations.
- Critique relationships among purpose, audience, and content of presentations.
- Critique effectiveness of presentations.

12.7 The student will develop expository and technical writings.
- Consider audience and purpose when planning for writing.
- Present ideas in a logical sequence.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

RELATED ACADEMIC COMPETENCIES

Radio/Television Production

Local employees are looking for these competencies in the field of Radio/Television Production. A list of the corresponding 1995 SOL's is attached.

MATH COMPETENCY*	RELATED 1995 SOL's
• Demonstrate accuracy in using measurements (i.e., length, width, height).	G.6, G.9, G.10, G.13
• Demonstrate the ability to find measurements of horizontal and vertical angles and log information on a graph.	G.3, G.6, G.7

*Based on locally derived occupational information

RELATED ACADEMIC COMPETENCIES

MATH COMPETENCY	1995 SOL's
• The student will solve practical problems involving complementary, supplementary, and congruent angles that include vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons.	G.3
• The student, given information concerning the lengths of sides and/or measures of angles, will apply the triangle inequality properties to determine whether a triangle exists and to order sides and angles. These concepts will be considered in the context of practical situations.	G.6
• The student will solve practical problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry. Calculators will be used to solve problems and find decimal approximations for the solutions.	G.7
• The student will use measures of interior and exterior angles of polygons to solve problems. Tessellations and tiling problems will be used to make connections to art, construction, and nature.	G.9
• The student will investigate and use the properties of angles, arcs, chords, tangents, and secants to solve problems involving circles. Problems will include finding the area of a sector and applications of architecture, art, and construction.	G.10
• The student will use formulas for surface area and volume of three-dimensional objects to solve practical problems. Calculators will be used to find decimal approximations for results.	G.13

*Based on locally derived occupational information

DUTY AREA

1. GETTING STARTED IN TELEVISION PRODUCTION

TASKS/COMPETENCIES

1.1 Identify course expectations.

1.2 Identify safety rules.

1.3 Describe occupational opportunities.

1.4 Relate job responsibilities and duties to personal goals and aptitudes.

1.5 Prepare an education/training plan for a career in television production.

1.6 Describe cinematic and multi-camera live/llive-on-tape production styles.

1.7 Identify the equipment systems of the production facility.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
TV Production I (8622)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
1.1 Identify course expectations.

PERFORMANCE OBJECTIVE
P1.1 Given information about the course, classroom management systems, new equipment, and copies of classroom and studio rules, identify course expectations in accordance with instructor-prepared checklist.

PERFORMANCE MEASURE
M1.1 Instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Provide copies of student handbook; explain school, classroom, and studio rules.
2. Outline content and objectives of the course.
3. Explain student/teacher responsibilities and classroom management systems.
4. Explain grading procedures.
5. Identify new equipment that will be used in Television Production II.
6. Devise a checklist incorporating important aspects of the class, including information needed by the school and locality.
7. Identify skills and level of proficiency that will be mastered by the end of the course.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
1.2 Identify safety rules.

PERFORMANCE OBJECTIVE
P1.2 Given copies of school and classroom safety procedures, such as fire safety and safety in handling equipment, identify safety rules with 100% accuracy.

PERFORMANCE MEASURE
M1.2 Instructor-prepared written quiz; 100% accuracy required

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. State the location of fire extinguishers and fire alarms.
2. Practice evacuation routes.
3. Explain school safety rules and their application in the classroom.
4. Explain safety consciousness and relate to everyday activities such as practicing safe driving habits, observing safety in the home, and following safety procedures in recreational activities.
5. Identify the importance of methodical actions when handling and operating equipment. Horseplay is absolutely forbidden.
6. Outline equipment/cost and the need to follow all safety precautions in handling, maintaining, and storing equipment. Provide copies of studio rules for storage of equipment.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101

TASK/COMPETENCY
1.3 Descibe occupational opportunities.

PERFORMANCE OBJECTIVE
P1.3 Given trade publications, newspaper classified ads, and other references, describe occupational opportunities. Description should be made in the form of a written or oral report that includes title and description of job; education, training, or licenses required; an explanation of advantages/disadvantages of the work; and locations and salaries of the jobs.

PERFORMANCE MEASURE
M1.3 Written or oral report on three occupational opportunities; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe the type of work performed by television production crew members and other personnel.
2. State the entry-level requirements for various television-related occupations.
3. Name the sites in the community where additional training may be obtained.
4. Identify sources where information on various television occupations can be found.
5. Explain station licensing procedures.
6. Provide sample resume and job application forms; identify employability skills.
7. Identify union provisions and requirements of various television occupations.
8. Provide information regarding salary ranges both locally and nationally.
9. Arrange field trips to local television studios and video production companies.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101

TASK/COMPETENCY
1.4 Relate job responsibilities and duties to personal goals and aptitudes.

PERFORMANCE OBJECTIVE
P1.4 Given a list of tasks performed in TV production and a completed self-assessment, relate job responsibilities and duties to personal goals and aptitudes by completing an instructor-prepared worksheet according to directions.

PERFORMANCE MEASURE
M1.4 Instructor-prepared worksheet; all items completed and rated acceptable according to directions given

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review job responsibilities of entry-level positions.
2. Provide an opportunity for students to appear on camera; identify on-camera and off-camera occupations.
3. Identify individual interests and abilities.
4. Define *reliability, teamwork,* and *attitude* and relate to occupations in the television industry.
5. Describe stress management and strategies for working under pressure in relation to time restraints.
6. Provide second-year students with copies of self-evaluation materials completed at the beginning of first year, and have them re-evaluate.
7. Interview station personnel.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
TV Production II (8623)
BCS 101

TASK/COMPETENCY
1.5 Prepare an education/training plan for a career in television production.

PERFORMANCE OBJECTIVE
P1.5 Given a list of skills and knowledge to be mastered, statements of job responsibilities and tasks, and descriptions of secondary and postsecondary courses, prepare an education/training plan for a career in television production. To be rated acceptable, the plan must identify courses to be taken, practical experiences appropriate for skill mastery, and provide approximate time lines and costs associated with the plan.

PERFORMANCE MEASURE
M1.5 Instructor-provided checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review manual skills needed by television personnel.
2. Identify concepts and theories essential to job success in TV production.
3. Tour production facilities and explain responsibilities of each job position.
4. Explain interrelationship of curriculum courses.
5. Identify industry trends and suggest elective course possibilities.

DUTY AREA
1. GETTING STARTED IN TELEVISION PRODUCTION

COURSE
BCS 101

TASK/COMPETENCY
1.6 Describe cinematic and multi-camera live/live-on tape production styles.

PERFORMANCE OBJECTIVE
P1.6 Given classroom instruction and assigned text readings, describe cinematic and multi-camera live/live-on-tape production styles by identifying distinguishing characteristics of each and giving examples of television programs that use each style. Description should be made in accordance with instructor guidelines.

PERFORMANCE MEASURE
M1.6 Instructor-prepared test; all items rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe cinematic style production.
2. Identify Electronic News Gathering (ENG) and Electronic Field Production (EFP).
3. Explain multi-camera live/live-on-tape production.
4. Identify television programs using live production.
5. Identify television programs using live-on tape production.

DUTY AREA **COURSE**

1. GETTING STARTED IN TELEVISION PRODUCTION BCS 101

TASK/COMPETENCY

1.7 Identify the equipment systems of the production facility.

PERFORMANCE OBJECTIVE

P1.7 Given a tour of the production facility, classroom instruction and assigned text readings, identify the equipment systems of the production facility. Identification should be made in accordance with instructor guidelines.

PERFORMANCE MEASURE

M1.7 Instructor-prepared test; all items rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Tour the production facility.
2. Explain how each equipment system can be independent from and/or integrated into the whole television facility.
3. Explain how equipment systems can be used independently by multiple persons simultaneously without interfering with each other.
4. Review studio sign-up rules.

DUTY AREA

2. OPERATING STUDIO EQUIPMENT

TASKS/COMPETENCIES

2.1 Maintain audio and video cables.

2.2 Use intercom systems.

2.3 Identify parts of the studio camera.

2.4 Operate tripod, dolly, and pan/tilt head.

2.5 Operate lenses.

2.6 Execute camera commands.

2.7 Design a lighting plot.

2.8 Operate studio lights and accessories.

2.9 Light a studio set.

2.10 Operate studio microphones.

2.11 Demonstrate responsibilities of a floor manager.

2.12 Describe uses of a teleprompter.

2.13 Analyze technological advances.

2.14 Operate counterweight pedestal.

2.15 Compose shots using return feed.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.1 Maintain audio and video cables.

PERFORMANCE OBJECTIVE
P2.1 Given studio procedures, audio and video cables, and the necessary supplies and equipment, maintain audio and video cables in accordance with studio procedures. All cables must be coiled correctly, secured with a cable tie, and stored in the proper area; and any damaged cables must be given to the instructor.

PERFORMANCE MEASURE
M2.1 Student-demonstration; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify types of audio and video cables and connectors.
2. Explain studio procedures for handling and storing of cables.
3. Demonstrate procedure for coiling and uncoiling cables.
4. Evaluate operating condition of connector and cables.
5. Explain procedure for tagging defective cables.
6. Display examples of defective cables and connectors, and explain how damage may have occurred.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.2 Use intercom systems.

PERFORMANCE OBJECTIVE
P2.2 Given a studio intercom system, a headset, and a specific assignment, use intercom systems as directed. System must be set up, plugged in, and adjusted according to specifications. All extension cables and adapters must be used properly and all equipment stored in accordance with studio policy.

PERFORMANCE MEASURE
M2.2 Student demonstration of use of intercom systems; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify types of intercom systems, and explain their uses and operation.
2. Demonstrate how to operate a specified intercom system.
3. Practice setting up, adjusting, and operating an intercom system.
4. Explain care and handling of intercom headsets.
5. State and demonstate procedure for storage of system and components.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.3 Identify parts of the studio camera.

PERFORMANCE OBJECTIVE
P2.3 Given a studio television camera, identify parts of the studio camera (camera tally lights, lens, viewfinder, lens controls, and cable) by stating the name and function of each part on instructor-prepared drawing. Identification should be made according to instructor checklist.

PERFORMANCE MEASURE
M2.3 Parts of studio camera identified by name and function; all items rated acceptable according to instructor checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List the parts of a studio camera.
2. Identify and explain the function of each part.
3. Demonstrate how to operate the lens controls, viewfinder, and others parts of the camera.
4. Read operator's manual, and list all safety precautions.
5. Have students practice identifying each part on an overhead transparency of camera.
6. Explain procedure for maintenance and storage of cameras.
7. Explain color temperature and filter wheel.
8. Explain return feeds.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.4 Operate tripod, dolly, and pan/tilt head.

PERFORMANCE OBJECTIVE
P2.4 Given mounting equipment and instructor specifications, operate tripod, dolly, and pan/tilt head to accomplish specified camera shots, using safety precautions in the process. Operation should be performed with 100% accuracy.

PERFORMANCE MEASURE
M2.4 Equipment operated to achieve specified shots with 100% accuracy according to instructor specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List parts of tripod, dolly, and pan/tilt head.
2. Identify parts listed, and state the function of each.
3. Demonstrate function of each part.
4. Identify and explain safety precautions.
5. Illustrate methods of checking the balance, security, and mobility of the unit.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.5 Operate lenses.

PERFORMANCE OBJECTIVE
P2.5 Given a television camera lens and 10 specified shots, operate lenses (iris, zoom, and focus), ensuring that enough light enters the camera to provide sharp, clear pictures. Operation should be performed according to instructor checklist.

PERFORMANCE MEASURE
M2.5 Student operation of lenses; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List the characteristics and physical properties of the simple lens.
2. Identify and compare types of lenses used in the television industry.
3. Identify lens characteristics related to f/stop iris setting.
4. Identify lens characteristics related to focal length.
5. Identify lens characteristics related to focusing and zooming.
6. Set f/stop.
7. Set and operate zoom.
8. Set and operate focus.
9. Explain all safety precautions associated with handling lenses.
10. Explain and demonstrate ways to use lenses and operating skills to compose and create aesthetically and technically acceptable pictures.
11. Demonstrate efficiency of skills through guided practice.
12. Identify relationships between aperture, lens angle, and subject-to-object distance, and depth of field.
13. Explain macro lens operation.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 102

TASK/COMPETENCY
2.6 Execute camera commands.

PERFORMANCE OBJECTIVE
P2.6 Given a television camera, headset, and a subject to shoot, execute camera commands in a timely manner, demonstrating understanding of camera composition and lens perspective. Execution should be performed correctly in accordance with instructor specifications.

PERFORMANCE MEASURE
M2.6 15 of 20 camera commands executed correctly in 90 seconds; rated in accordance with instructor specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain and demonstrate the rule of thirds.
2. List and define camera commands (pan, tilt, etc.).
3. Explain the importance of accurate and timely execution of commands.
4. List types of camera shots, and explain each.
5. Frame camera shots, and have students identify each.
6. Practice commands, focusing, and types of shots.
7. Evaluate camera composition.
8. Explain lens perspective.
9. Explain shot cards and primary, secondary, etc. floor positions.
10. Explain movement vectors.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 125

TASK/COMPETENCY
2.7 Design a lighting plot.

PERFORMANCE OBJECTIVE
P2.7 Given graph paper and a description of a studio program that includes type of program, lights available, number of cameras, types of microphones, and number and movement of talent, design a lighting plot for the program. Talent, cameras, microphones, and lights must be plotted on grid. Plot must contain a designated key, back and fill light for each subject. Lights must be placed in relation to three studio cameras.

PERFORMANCE MEASURE
M2.7 Student-designed lighting plot; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the theory of television lighting techniques.
2. Describe problems in lighting television sets, such as boom shadows, eye shadows, and eyeglasses. Set up demonstrations of each.
3. Using overhead transparencies that contain lighting plot errors, have students analyze and identify errors.
4. Explain geometry of camera angles.
5. Explain geometry of horizontal and vertical lighting instrument placement.
6. Explain base light.
7. Discuss lighting ratios.
8. Explain contrast ratio.
9. Explain high key and low key lighting.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 102, BCS 125

TASK/COMPETENCY
2.8 Operate studio lights and accessories.

PERFORMANCE OBJECTIVE
P2.8 Given a desired lighting effect, operate studio lights and accessories to achieve the effect. The correct studio light must be selected and set up and the appropriate accessories selected and attached.

PERFORMANCE MEASURE
M2.8 Student demonstration; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define *foot-candle* and relate to the use of a light meter.
2. List the various types of studio lights and identify each.
3. Explain the function of each type of studio light.
4. Identify the components of a specified studio light.
5. Identify lighting accessories, and explain the use for each type of light.
6. Explain how lighting accessories can affect the light and the types of results achieved by using different

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DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 102

TASK/COMPETENCY
2.9 Light a studio set.

PERFORMANCE OBJECTIVE
P2.9 Given a studio lighting plot and the necessary tools and equipment, light a studio set as indicated in the plot. Each person must be evenly lit with at least 125 foot-candles on his/her face. The video should read 100 IRE units on a waveform monitor, and the picture must be color balanced. All safety procedures must be observed.

PERFORMANCE MEASURE
M2.9 Student demonstration; all items rated acceptable according to instructor checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Evaluate lighting plots designed (Task 2.9) in relationship to available studio equipment.
2. Review lighting techniques.
3. State all safety precautions associated with handling, hanging, and aiming studio lights.
4. Inventory studio lamps in accordance with studio procedure.
5. Operate a light meter.
6. Operate lighting accessories such as barndoors, gels and filters.
7. Invite professionals from the lighting industry to come in and explain differences in lamps used in light fixtures and their effects.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.10 Operate studio microphones.

PERFORMANCE OBJECTIVE
P2.10 Given a studio recording situation, and hand, lavaliere, wireless, shotgun, and boom microphones, operate studio microphones by selecting the proper microphone to use for the situation and hooking up the microphone to the audio board. Microphones should be operated so that subject is recorded with matching perspective and is heard clearly and distinctly.

PERFORMANCE MEASURE
M2.10 Hands-on test with instructor-prepared checklist; signal to noise level within limits set by instructor and based on industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List five design characteristics (type of microphone, directional characteristics, impedance, frequency response, and special features) of microphones.
2. Identify five microphone characeristics and explain how the various characteristics influence microphone selection.
3. List microphones available to the production facility.
4. Identify characteristics of each facility microphone.
5. Explain microphone placement.
6. Outline microphone cost and care.
7. Show hook-up and operation of microphones and accessories.
8. Operate studio microphone boom.
9. Demonstrate how to place microphones in relation to subject(s) according to specifications.
10. Describe and practice aesthetic appearance and the placement of microphones.
11. Demonstrate how to dress microphone cables according to specifications, and explain and practice all safety precautions.
12. Explain and practice ways to hear and correct problems with placement, perspective, and technical prob lems.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.11 Demonstrate responsibilities of a floor manager.

PERFORMANCE OBJECTIVE
P2.11 Given a list of responsibilities of a floor manager, demonstrate by giving appropriate floor manager and talent cues according to instructor guidelines.

PERFORMANCE MEASURE
M2.11 Student demonstration; all components rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List responsibilities of a floor manager.
2. Demonstrate floor manager cues.
3. Practice giving talent cues.
4. Provide opportunities throughout the course for students to practice performing floor manager duties.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
2.12 Describe uses of a teleprompter.

PERFORMANCE OBJECTIVE
P2.12 Given an overview of teleprompter operation, describe the uses of a teleprompter by explaining its function and operation, identifying the types of programs that require its use, and giving examples of the benefits and problems associated with teleprompter use.

PERFORMANCE MEASURE
M2.12 Instructor-prepared test; 80% accuracy required

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the function of a teleprompter.
2. Explain how a teleprompter works with one or more cameras.
3. Describe the types of programs that require the use of a teleprompter (studio and field production).
4. Identify the advantages of using a teleprompter instead of cue cards.
5. Identify the potential problems in operating a teleprompter (speed, camera-to-talent distance, power or camera failure).
6. Explore the use of a character generator (computer) in generating a script for a teleprompter.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
TV Production I (8622)
BCS 227

TASK/COMPETENCY
2.13 Analyze technological advances.

PERFORMANCE OBJECTIVE
P2.13 Given information on the development and advances in cameras, lenses, microphones, and lighting in the past 20 years, analyze technological advances in accordance with instructor guidelines. Analysis must yield an explanation of how advances of one type of equipment affects the use of another; how technological advances have affected the worker, the employer, and the consumer; and how television technology has affected national and international economies.

PERFORMANCE MEASURE
M2.13 Written/oral report; all items rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the technological advances in cameras and lenses in the past twenty years.
2. Describe changes in microphones over the past twenty years.
3. Examine advances made in lighting instruments in the past twenty years.
4. Assign research on the potential development of studio cameras, microphones, and lighting.
5. Explain how technological advances of one type of studio equipment affects the use of other equipment.
6. Identify changes in editing equipment and techniques.
7. Identify the differences between film and video.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
BCS 101

TASK/COMPETENCY
2.14 Operate counterweight pedestal.

PERFORMANCE OBJECTIVE
P2.14 Given demonstration and assigned text readings, operate counterweight pedestal to accomplish pedestal movements specified by the instructor checklist.

PERFORMANCE MEASURE
M2.14 Student demonstration of equipment operated to achieve specified movements; all items rated acceptable according to instructor checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List parts of the counterweight pedestal.
2. Identify parts listed and state function of each.
3. Demonstrate function of each part.
4. Describe safety precautions.
5. Illustrate proper methods of preparing cable for movement and security of the unit.

DUTY AREA
2. OPERATING STUDIO EQUIPMENT

COURSE
BCS 101, BCS 102

TASK/COMPETENCY
2.15 Compose shots using return feed.

PERFORMANCE OBJECTIVE
P2.15 Given classroom instruction and instructor specifications, compose shots using return feed. Equipment should be operated by student to achieve specified camera compositions as part of a special effect set up by technical director.

PERFORMANCE MEASURE
M2.15 Student-composed shots; rated acceptable according to specifications set forth by technical director

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify return routings.
2. Coordinate routings with technical director.
3. Demonstrate shot composition within specific special effect.
4. Critique camera composition.

DUTY AREA

3. OPERATING CONTROL ROOM EQUIPMENT

TASKS/COMPETENCIES

3.1 Identify control room components.

3.2 Operate routing switchers.

3.3 Operate switcher/special effects generator (SEG).

3.4 Operate audio board to regulate mix levels.

3.5 Operate audio room components.

3.6 Operate waveform monitor.

3.7 Operate vectorscope.

3.8 Set up a color video studio monitor.

3.9 Operate camera control unit.

3.10 Chart television cameras.

3.11 Operate character generator.

3.12 Patch audio and video signals.

3.13 Operate video tape recorder (VTR).

3.14 Maintain video and audio tape.

3.15 Identify the impact of technological advances on the operation of the control room.

3.16 Practice safety in operating equipment in the control room.

3.17 Produce television graphics.

3.18 Operate a multi-track audio recorder.

3.19 Operate audio processor.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.1 Identify control room components.

PERFORMANCE OBJECTIVE
P3.1 Given an inventory sheet and access to studio and master control rooms, identify control room components, their functions, and the relationship of various pieces of equipment to each other. Eighty percent of items should be correctly located.

PERFORMANCE MEASURE
M3.1 Inventory sheet with 80% of items correctly located, identified, and their function explained

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Locate all control room components.
2. Describe the function of each component.
3. Explain the relationship of various pieces of equipment to each other.
4. Arrange for a field trip to a professional television studio.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.2 Operate routing switchers.

PERFORMANCE OBJECTIVE
P3.2 Given manufacturer's specifications and routing switchers with and without audio, operate routing switchers to feed video and audio signals to and from equipment locations. All inputs and outputs must be identified and followed. Operation should be made in accordance with instructor checklist.

PERFORMANCE MEASURE
M3.2 Student demonstration; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the uses of a routing switcher.
2. Differentiate audio and video inputs and outputs.
3. Demonstrate the operation of various routing switchers.
4. Practice following air switching commands.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 102

TASK/COMPETENCY
3.3 Operate switcher/special effects generator (SEG).

PERFORMANCE OBJECTIVE
P3.3 Given a video production switcher/SEG, operate the equipment to achieve 25 director commands within 3 minutes according to instructor guidelines.

PERFORMANCE MEASURE
M3.3 Switcher/SEG operated by student to achieve 25 director commands in 3 minutes or less; demonstration rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify parts and functions of the switcher.
2. Identify and demonstrate special effects.
3. Demonstrate operation of the switcher.
4. Identify responsibilities of a technical director.
5. Review director's commands.
6. Practice using special effects.
7. Make a demonstration tape showing examples of special effects (i.e., mosaic, strobe, etc.).
8. Explain luminance and chroma keys.
9. Explain external keys.
10. Explain autotransition features and memories.
11. Switch a live talk show.
12. Switch a live newscast.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.4 Operate audio board to regulate mix levels.

PERFORMANCE OBJECTIVE
P3.4 Given a studio production, a list of director's commands, and an audio board with microphone and line level signals, operate audio board to regulate mix levels during the program. Tones and levels must be set so that output is balanced, clear, noise-free, and without distortion.

PERFORMANCE MEASURE
M3.4 Student demonstration; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define equalization, input levels, microphone and line levels, distortion, feedback, and reverberation.
2. Explain why an audio board is needed.
3. Describe the uses of digital and analog audio consoles.
4. Identify components of the audio board.
5. Demonstrate how to use all audio board controls.
6. Set levels.
7. Practice mixing levels.
8. Explain the function and use of the VU meter.
9. Correct audio noise and distortion.
10. Practice executing selected director's commands.
11. Explain announcing techniques and aesthetics.
12. Practice reading copy.
13. Explain signal routing.
14. Explain muting, foldback, and feedback.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.5 Operate audio room components.

PERFORMANCE OBJECTIVE
P3.5 Given audio room components, such as reel-to-reel ATR turntable, compact disc player or cart machine, record and playback material, director's commands, and a simulated studio production, operate audio room components. The recording and playback must be free of noise and distortion and meet instructor requirements.

PERFORMANCE MEASURE
M3.5 Student demonstration; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of audio room components.
2. Emphasize the importance of planning and preparing microphone placement, obtaining music and having it cued, and verifying the operational status of each piece of equipment.
3. Identify audio room components.
4. Demonstrate the operation of each component.
5. Practice executing director's commands.
6. State maintenance procedures as indicated in operator's manual for each piece of equipment.
7. Explain music under, back-timing, and talking up to.
8. Explain setting record levels with sine wave.
9. Explain bias and equalization.
10. Explain sel/sync.
11. Demonstrate cut and splice editing.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 125

TASK/COMPETENCY
3.6 Operate waveform monitor.

PERFORMANCE OBJECTIVE
P3.6 Given a composite video signal, television monitor, waveform monitor with an EIA graticule, and operating instructions, operate waveform monitor in vertical and horizontal scan modes to achieve the best possible video signal according to standards set forth by instructor.

PERFORMANCE MEASURE
M3.6 Student demonstration; all items rated acceptable in accordance with manufacturer's recommendations and instructor standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define and explain *chroma, luminance, hue, saturation, phase,* and *timing.*
2. Review operation of color and monochrome cameras, time base corrector and routing switchers.
3. Identify components of waveform monitor, and outline operating procedures; explain uses.
4. Demonstrate how to adjust waveform monitor to read different parts of the waveform anatomy.
5. Explain the five elements of the graticule provided on a waveform monitor.
6. Show examples of video that have not been checked by a waveform monitor.
7. Explain reference signals, house sync, and horizontal phasing.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 125

TASK/COMPETENCY
3.7 Operate vectorscope.

PERFORMANCE OBJECTIVE
P3.7 Given a composite video signal, television monitor, a vectorscope with a NTSC** graticule, and operating instructions, operate vectorscope to measure phase relationships in chroma according to instructor guidelines.

PERFORMANCE MEASURE
M3.7 Student demonstration; all items rated acceptable in accordance with manufacturer's recommendations and instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review operation of studio cameras, time base corrector, and routing switchers.
2. Identify components of vectorscope and outline operating procedures.
3. Explain the uses of the vectorscope and its relationship to the waveform monitor.
4. Explain the five elements of the graticule provided on a vectorscope.
5. Adjust, read, and interpret vectorscope in horizontal and vertical modes.
6. Explain reference signals and subcarrier phasing.

**NTSC -- National Television System Committee: an industry body that developed the basic technical specifications and color standards still in use today in North and South America and Japan.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 125

TASK/COMPETENCY
3.8 Set up a color video studio monitor.

PERFORMANCE OBJECTIVE
P3.8 Given a color video studio monitor, a NTSC color bar signal, and a color camera signal, set up a color video studio monitor using the NTSC color bars according to instructor guidelines to adjust brightness, contrast, hue, and chroma controls.

PERFORMANCE MEASURE
M3.8 Color calibration set, brightness, contrast, hue, and chroma adjusted according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of setting up a color monitor.
2. Explain the significance of the NTSC color bar system.
3. Review operation of routing switchers.
4. Demonstrate operation of brightness, contrast, hue, and chroma controls.
5. Explain picture quality and practice evaluating video on a color television monitor.
6. Adjust a color studio monitor using the NTSC color bars.
7. Explain resolution.
8. Compare value of full-field, split-field, and SMPFE** color bars.

**SMPTE -- Society of Motion Picture and Television Engineers; an industry association that establishes standards of operation, such as a frame-location address system (SMPTE Time Code) or SMPTE color bars which allow accurate adjustment of color, tint, brightness, and contrast with a blue-gun-only monitor.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.9 Operate camera control unit.

PERFORMANCE OBJECTIVE
P3.9 Given a television camera control unit (CCU), waveform monitor, vectorscope, calibrated monitor, a color video signal with proper illumination, necessary charts, and operating instructions, operate camera control unit to turn on and adjust the video. Video must yield 100 IRE units on a waveform, correct color bar phasing on a vectorscope, and camera white balanced to achieve true, natural colors, and contrast on a calibrated monitor.

PERFORMANCE MEASURE
M3.9 Student-produced video; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of correctly setting up the camera control unit.
2. Identify parts of a studio television camera.
3. Review operation of waveform monitor, vectorscope, and color video studio monitor.
4. Turn on camera bar generator.
5. Adjust the pedestal. (Manual adjustments should be done by a qualified technician.)
6. Adjust the black balance and white balance. (Manual adjustments should be done by a qualified technician.)
7. Set up a registration chart.
8. Set up a chip chart.
9. Adjust the iris for 100 IRE.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.10 Chart television cameras.

PERFORMANCE OBJECTIVE
P3.10 Given a television camera, instructor guidelines, manufacturer specifications, and waveform with a calibrated monitor, chart television cameras by powering up, uncapping, and framing on chip/registration charts. Student must set up camera to provide 1 volt peak-to-peak as measured on waveform, and video must be properly color balanced out of camera as measured on a calibrated monitor.

PERFORMANCE MEASURE
M3.10 Student demonstration; all components on instructor checklist rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify all parts of the camera.
2. Adjust pan/tilt head, if necessary.
3. Locate and switch on the power to the camera.
4. Frame and focus camera on the charts.
5. Review operation of waveform monitor.
6. Review operation of color video studio monitor.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101, BCS 125

TASK/COMPETENCY
3.11 Operate character generator.

PERFORMANCE OBJECTIVE
P3.11 Given a character generator, a list of titles and instructions, operate character generator. All information should be spelled correctly, centered, placed on the screen in an aesthetic manner, and stored in memory according to manufacturer and instructor guidelines.

PERFORMANCE MEASURE
M3.11 Student demonstration; rated acceptable according to manufacturer and instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the function of a character generator.
2. Identify components of the character generator.
3. Define the types of titles needed for a television program.
4. Type titles into the memory of the character generator.
5. Verify spelling and accuracy of information typed.
6. Store information in memory.
7. Generate examples of information poorly programmed (misspelled words, improper placement, inappropriate font type selection), and have class identify errors and explain.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.12 Patch audio and video signals.

PERFORMANCE OBJECTIVE
P3.12 Given instructor guidelines and an audio and video patch panel, patch audio and video signals by connecting outputs to inputs. Tones and levels must be set so that output is balanced, clear, noise free, and without distortion.

PERFORMANCE MEASURE
M3.12 All connections made in accordance with instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define patch bay, composite, non-composite, input, output, and patch cord.
2. Review audio and video connectors and cables.
3. Explain the purpose of a patch panel.
4. Identify audio and video inputs and outputs.
5. Locate a *normal* and show what happens to a *normal* when a patch is thrown.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
3.13 Operate video tape recorder (VTR).

PERFORMANCE OBJECTIVE
P3.13 Given a studio production, director commands, and video tape, operate a video tape recorder (VTR) according to instructor guidelines. Operator must prepare tape for record, record production, and playback tape according to studio procedures. The picture must be free from jitter, tracking error, and must be true to color. The sound should be clearly audible and noise free.

PERFORMANCE MEASURE
M3.13 Student recording; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the function of a VTR.
2. Identify the parts of a VTR, and explain the function of each.
3. Demonstrate how to prepare a tape for recording (set audio levels, record color bars, slate and countdown).
4. Demonstrate how to record a studio production.
5. Explain the importance of monitoring audio levels, and checking tracking and skew.
6. Demonstrate how to rewind, playback, and check quality.
7. Explain studio procedures for labeling and storing video tapes.
8. Explain various tape formats.
9. Explain tracks and channels.
10. Explain track configurations for VHS, S-VHS, and U-Matic.
11. Set video record level.
12. Demonstrate how to use remote edit controller for basic play and record.
13. Explain control pulses.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 101

TASK/COMPETENCY
3.14 Maintain video and audio tape.

PERFORMANCE OBJECTIVE
P3.14 Given information on the proper methods for maintaining, using, and storing audio and video tape, maintain audio and video tape. Include procedures for signing out, labeling, cataloging, and storing tape. All maintenance procedures must be performed in accordance with instructor-provided guidelines.

PERFORMANCE MEASURE
M3.14 Student-produced video and audio tape with accompanying instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the process by which a signal can be recorded on video and audio tape.
2. Describe and explain different tape formats.
3. Explain safety precautions associated with handling and storing tape.
4. Define dropout, breakup, creasing, skewing, and tracking, and provide illustrations on tape.
5. Describe studio procedures for signing out, labeling, cataloging, and storing tape.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
BCS 227, BCS 235

TASK/COMPETENCY
3.15 Identify the impact of technological advances on the operation of the control room.

PERFORMANCE OBJECTIVE
P3.15 Given an overview of technology related to television production and appropriate references, identify the impact of technological advances on the operation of the control room. Identification must include information on the impact of digital electronics and the incorporation of computers.

PERFORMANCE MEASURE
M3.15 Written outline and oral report; rated acceptable according to references used

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the impact of digital electronics on specific items in the control room.
2. Describe the major developments in video tape production, special effects generation, and graphics generators.
3. List ways computers are being incorporated in the control room.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101, BCS 102
BCS 201, BCS 202

TASK/COMPETENCY
3.16 Practice safety in operating equipment in the control room.

PERFORMANCE OBJECTIVE
P3.16 Given a list of safety rules and regulations for operating control room equipment, practice safety in operating equipment in the control room according to guidelines set forth by instructor. Safety will be a component of each task performed and evaluated on a continuing basis.

PERFORMANCE MEASURE
M3.16 Student demonstration; rated acceptable as part of every task according to instructor checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain safety rules, regulations, and their importance.
2. Explain safety procedures in relation to each component in the control room.
3. Demonstrate consequences for misuse of equipment and carelessness in the control room.
4. Demonstrate proper usage of each piece of equipment.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
BCS 101, BCS 125

TASK/COMPETENCY
3.17 Produce television graphics.

PERFORMANCE OBJECTIVE
P3.17 Given instructor demonstrations and guidelines, produce television graphics that conform to industry standards for design, video technology, and typography.

PERFORMANCE MEASURE
M3.17 Student demonstration; all components rated acceptable according to industry standards and instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain four major areas in which a television graphic designer must be skilled (design, the technology of video, typography, characteristics peculiar to the medium of television).
2. Explain aspect ratio, essential area, safe title area, and border area.
3. Define aesthetic graphic guidelines of simplicity, boldness functionalism, and aesthetic value (perspective, spatial distribution, and clarity of movement).
4. Define four guidelines for typography (readability, impact, boldness, and simplicity).
5. Explain resolution, color compatibility, color associations, and approximate constancies.
6. Produce graphic cards for instructor-specified productions.
7. Explain the function of a character generator.
8. Identify components of the character generator system.
9. Type, colorize, edge, and store into memory character-generated text graphics for instructor-specified productions.
10. Explain camera-captured images.
11. Produce a graphic card for camera capture and use the captured image to create a character generator graphic for instructor-specified production.
12. Explain the paint graphics system.
13. Explain how to combine text information with paint-generated images.
14. Produce a character-generated paint graphic for instructor-specified production.
15. Change text information in preparation for a specified production within a 20-minute period of time.
16. Explain autosequences.
17. Prepare and store an autosequence for an instructor-specified production.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
BCS 201, BCS 202

TASK/COMPETENCY
3.18 Operate a multi-track audio recorder.

PERFORMANCE OBJECTIVE
P3.18 Given a four-channel audio tape recorder (ATR), stereo mixing console with subgroups, turntable, compact disc player, cart machine, microphone, prerecorded material, and a script, operate a multi-track audio recorder. Operation should include use of selective synchronization (sel sync) techniques to record, mixdown, and sweeten, and then play back material. The recording and mixdown must be free of noise and distortion and operation must match checklist based on instructor standards.

PERFORMANCE MEASURE
M3.18 Student demonstration to match instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain *sel sync.*
2. Explain routings from mixing console to multi-track ATR.
3. Interpret script.
4. Select music and sound effects.
5. Record voice, music, and sound effects on separate tracks.
6. Mixdown voice, music, and sound effect tracks to fourth track.
7. Dub sweetened mixdown to audio cartridge.
8. Label reel and cart.
9. Insert material from cart into music program.

DUTY AREA
3. OPERATING CONTROL ROOM EQUIPMENT

COURSE
BCS 201, BCS 202

TASK/COMPETENCY
3.19 Operate audio processor.

PERFORMANCE OBJECTIVE
P3.19 Given instructor specified copy, operate audio processor to record copy and process voice in mixdown. Operation must be judged acceptable according to checklist based on instructor guidelines.

PERFORMANCE MEASURE
M3.19 Student-produced recording to match instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain processing.
2. Define effects available in an audio processor.
3. Define adjustable parameters for instructor-specified processor effects.
4. Demonstrate audio processor.
5. Interpret script material.
6. Record script material.
7. Select processor effect.
8. Adjust selected effect's parameters.
9. Record processed voice in mixdown.

DUTY AREA

4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

TASKS/COMPETENCIES

4.1 Write a program treatment.

4.2 Write a video script.

4.3 Prepare a storyboard.

4.4 Prepare a balanced budget.

4.5 Identify procedures for obtaining permits and releases.

4.6 Prepare a rundown sheet.

4.7 Front-time and back-time television shows or segments.

4.8 Select production music and sound effects.

4.9 Produce a grahics video.

4.10 Direct a television program.

4.11 Demonstrate effective use of time management.

4.12 Critique a video production.

4.13 Produce and direct a television news story.

4.14 Produce and direct a news program.

4.15 Produce and direct a television commercial.

4.16 Produce and direct an informational video.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production I (8622)
BCS 201, BCS 202
BCS 245

TASK/COMPETENCY
4.1 Write a program treatment.

PERFORMANCE OBJECTIVE
P4.1 Given a sample of program treatments, a program format, and a program production assignment including information such as location, number of cameras, and time restrictions, write a program treatment that includes all components stated. Program treatment must contain a succinct description of the idea, the reason for producing the program, a description of what the program will look like, and an identification of the target audience.

PERFORMANCE MEASURE
M4.1 Student program treatment to be written using instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define: *succinct, concise, redundant, vague,* and *oversimplified.*
2. Explain the importance of a program treatment.
3. Analyze samples of effective and ineffective program treatments.
4. Explain a needs assessment. Have students develop a sample needs assessment.
5. Identify factors affecting program idea, selection, production, approaches, program length, production time, and personnel needs.
6. Practice writing program treatments for a variety of program ideas (documentary, drama, public service announcements).
7. Explain audience analysis, including primary and secondary audiences.
8. Explain research agenda and site survey.
9. Prepare an action plan and/or copy platform.
10. Describe idea development.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production I (8622)
BCS 102, BCS 201,
BCS 202, BCS 245,
BCS 247

TASK/COMPETENCY
4.2 Write a video script.

PERFORMANCE OBJECTIVE
P4.2 Given a program treatment, writing guidelines, and script paper, write a video script. Choice of words, tone, and style must be appropriate to type of program, and script must conform to time requirements.

PERFORMANCE MEASURE
M4.2 Student-written script; all components of instructor checklist rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review program treatments.
2. Identify components of script paper.
3. Compare and contrast characteristics of spoken language versus written language.
4. Explain the differences between formal and informal language.
5. Explain characteristics of script writing such as writing out numbers, and using complete and accurate titles of individuals.
6. Identify the types of scripts used in television.
7. Write a short (two or three paragraphs) story, and tape yourself reading and telling the story.
8. Identify the differences between written and conversational styles.
9. Describe format styles.
10. Explain and demonstrate use of scripting software.
11. Explain and show examples of writing to time.
12. Analyze client's script (copy objectives).

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 102, BCS 125,
BCS 245, BCS 247

TASK/COMPETENCY
4.3 Prepare a storyboard.

PERFORMANCE OBJECTIVE
P4.3 Given a television script, storyboard paper, and instructor guidelines, prepare a storyboard. Storyboard must contain all shot numbers, scene numbers, visuals, and dialogue found in the script.

PERFORMANCE MEASURE
M4.3 Storyboard prepared and rated acceptable in accordance with instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of a storyboard.
2. Demonstrate how to prepare a storyboard.
3. Identify components of storyboard paper.
4. Identify ways to visualize a script.
5. Demonstrate how to break a script into scenes and shots.
6. Show samples of different storyboards.
7. Explain use of bridge/transitions.
8. Practice preparing a variety of storyboards.
9. Orally present storyboard to simulated client (persuasive presentation).

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production I (8623)
BCS 235

TASK/COMPETENCY
4.4 Prepare a balanced budget.

PERFORMANCE OBJECTIVE
P4.4 Given a program format, prepare a balanced budget for the program by identifying budget components; estimating time and logistics requirements, and balancing this tentative budget with actual expenses with 100% accuracy.

PERFORMANCE MEASURE
M4.4 Student-prepared budget; balanced with 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify the components of a budget.
2. Identify ways to estimate time needed to complete a show.
3. Explain budgeting for logistics.
4. Prepare a tentative budget.
5. Balance budget.
6. Prepare a facility's charge sheet for assigned project.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production I (8622)
BCS 235

TASK/COMPETENCY
4.5 Identify procedures for obtaining permits and releases.

PERFORMANCE OBJECTIVE
P4.5 Given a program format, location site, and talent needs, identify procedures for obtaining permits and releases necessary for pre-production and production activities. Procedures must cover all forms and permits needed for the specific program and identify local legal requirements for obtaining each.

PERFORMANCE MEASURE
M4.5 Instructor-prepared worksheet completed according to directions

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify various release forms and permits.
2. Determine local legal requirements for permits and release forms.
3. Identify reasons for each type of permit or release form.
4. Explain studio policy for obtaining and filing releases and permits.
5. Practice selecting appropriate release forms and permits necessary for particular programs.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 102, BCS 201,
BCS 202

TASK/COMPETENCY
4.6 Prepare a rundown sheet.

PERFORMANCE OBJECTIVE
P4.6 Given a program format and a marked script, prepare a rundown sheet that includes all specified components, including all VTR roll-ins, slide/film inserts, estimated times, in-cues and out-cues.

PERFORMANCE MEASURE
M4.6 Rundown sheet prepared which includes all specified components; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of a rundown sheet.
2. Identify abbreviations commonly found on rundown sheets.
3. Provide sample rundown sheets and accompanying scripts, and explain.
4. Tape a local news broadcast and show to class. Evaluate visuals and roll-ins; prepare sample rundown sheet to accompany program.
5. Prepare a rundown sheet for a given program.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 102, BCS 201,
BCS 202

TASK/COMPETENCY
4.7 Front-time and back-time television shows or segments.

PERFORMANCE OBJECTIVE
P4.7 Given a program format with segments, rundown sheets, stopwatch, and instructor guidelines, front-time and back-time television shows or segments according to specifications in the instructor guidelines.

PERFORMANCE MEASURE
M4.7 Timing in accordance with instructor guidelines and accurate to within + or – 3 seconds (zero tolerance at postsecondary level); rated acceptable according to instructor

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Demonstrate how to use a stopwatch.
2. Explain the importance of front and back-timing.
3. Describe how to back-time a program.
4. Relate use of rundown sheets to front-timing.
5. Demonstrate how to front-time.
6. Demonstrate how to back-time.
7. Direct newscast, incorporating front-timing and back-timing.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 102

TASK/COMPETENCY
4.8 Select production music and sound effects.

PERFORMANCE OBJECTIVE
P4.8 Given a television script, a production music and sound effects library, and instructor guidelines, select production music and sound effects for use in the show. Selections must be in accordance with guidelines established in the script and conform to copyright and buyout regulations.

PERFORMANCE MEASURE
M4.8 Music/sound effects selected within script specifications; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Provide examples of production music and sound effects.
2. Explain the importance of music and sound effects.
3. Demonstrate studio procedures for using the production music/sound effects library.
4. Explain copyrights and buyouts.
5. Describe the use of the computer to generate sound effects.
6. Identify tone and mood and their relationship to television programs.
7. Select music appropriate for the tone and mood of a given script.
8. Review operation of audio board and accessories.
9. Explain needle drops and libraries.
10. Explain the ramifications of dealing with ASCAP and BMI.

ASCAP -- American Society of Composers, Authors, and Publishers: an association that monitors use of copyrighted works and collects royalties for artists, performers, and publishers.

BMI -- Broadcast Music, Inc.: an association that monitors use of copyrighted words and collects royalties for artists, performers, and publishers. This organization was formed by station owners and the National Association of Broadcasters in 1940 to combat the high royalty fees charged by ASCAP.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 102

TASK/COMPETENCY
4.9 Produce a graphics video.

PERFORMANCE OBJECTIVE
P4.9 Given a program format, a graphics assignment, necessary equipment and supplies, and instructor guidelines, produce a graphics video that meets industry standards for typography and visual design.

PERFORMANCE MEASURE
M4.9 Graphics video; rated acceptable according to instructor guidelines based on industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify uses of television graphics.
2. Define *aspect ratio, color compatibility, balance,* and *readability.*
3. Demonstrate how to use various graphic arts tools, equipment, and materials.
4. Analyze good and bad graphics as they appear on camera.
5. Create and proofread graphic text.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
4.10 Direct a television program.

PERFORMANCE OBJECTIVE
P4.10 Given a television script, studio equipment, crew, and talent, direct a television program that meets all requirements specified by the instructor. Directorial responsibilities must include pre-production activities and rehearsals as well as actual filming and editing.

PERFORMANCE MEASURE
M4.10 Student-produced television program; all items rated acceptable on instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe ways of visualizing a script.
2. Demonstrate how to mark a script.
3. Practice marking a script.
4. Issue camera commands/shot sheets.
5. Schedule blocking, run-through, and camera rehearsals.
6. Verify technical preparations (audio, character generator, VTR, switcher, graphics).
7. Hold pre-production meetings.
8. Supervise crew pre-production.
9. Prepare run sheet, floor plan, light plot, sheet cards, etc.
10. Insert commercial roll-in's.
11. Time the program.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 235

TASK/COMPETENCY
4.11 Demonstrate effective use of time management.

PERFORMANCE OBJECTIVE
P4.11 Given a television script, studio equipment, crew, and talent, demonstrate effective use of time management in directing a television program according to criteria set forth by instructor.

PERFORMANCE MEASURE
M4.11 Student-directed television program; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe time management strategies.
2. Analyze time management usage and techniques by observing production in progress.
3. Recommend strategies for improving areas of weakness.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
4.12 Critique a video production.

PERFORMANCE OBJECTIVE
P4.12 Given a taped production and instructor guidelines, critique a video production by applying production values to identify positive and negative aspects of a production.

PERFORMANCE MEASURE
M4.12 Written critique prepared and delivered orally; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Categorize production values.
2. Identify techniques used in constructive critiquing.
3. Practice methods of critiquing positive and negative aspects of a production.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
BCS 201

TASK/COMPETENCY
4.13 Produce and direct a television news story.

PERFORMANCE OBJECTIVE
P4.13 Given an idea for a news story and instructor guidelines, produce and direct a television news story by writing the script, shooting and logging the footage, and editing the videotape. Story must be rated acceptable according to instructor guidelines.

PERFORMANCE MEASURE
M4.13 Television news story produced and directed; rated acceptable according to instructor-prepared checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Develop a news story idea.
2. Write a script.
3. Schedule use of electronic news gathering (ENG) equipment.
4. Shoot footage.
5. Post-stripe footage (if necessary).
6. Log footage.
7. Prepare edit decision list (EDL).
8. Videotape edit story.
9. Write studio news anchor lead and outro for story.
10. Label tape and box.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
BCS 201

TASK/COMPETENCY
4.14 Produce and direct a news program.

PERFORMANCE OBJECTIVE
P4.14 Given ideas for news stories and instructor guidelines, produce and direct a news program by writing the stories; preparing run sheet, graphics, and lower thirds; supervising the crew and talent; and timing the production.

PERFORMANCE MEASURE
M4.1 News program produced and directed; rated acceptable according to instructor-prepared checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Write news stories.
2. Prepare run sheet.
3. Prepare graphics and lower thirds.
4. Assign crew.
5. Supervise crew and talent.
6. Direct news program, using front-timing and back-timing to begin and end program on time.

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lower thirds -- a person's identifying information (name and title) superimposed or keyed on the screen, positioned in the lower third of the screen.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
BCS 201, BCS 202

TASK/COMPETENCY
4.15 Produce and direct a television commercial.

PERFORMANCE OBJECTIVE
P4.15 Given a product to promote and professional jury guidelines, produce and direct a television commercial by writing the copy, scheduling production, shooting and logging the footage, and editing the tape. Commercial must be produced and directed according to guidelines provided by professional jury.

PERFORMANCE MEASURE
M4.15 Television commercial produced; rated acceptable according to instructor-prepared checklist based on professinal jury guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Write copy platform.
2. Write copy.
3. Conduct remote survey.
4. Schedule equipment and talent.
5. Shoot footage.
6. Post-stripe footage (if necessary).
7. Log footage.
8. Prepare edit decision list (EDL).
9. Videotape edited commercial.
10. Prepare an oral presentation about the purpose and objectives of the commercial; deliver it to a professional jury.

DUTY AREA
4. SCRIPTING, PRODUCING, AND DIRECTING TELEVISION PROGRAMS

COURSE
BCS 202

TASK/COMPETENCY
4.16 Produce and direct an informational video.

PERFORMANCE OBJECTIVE
P4.16 Given professional jury guidelines and team assignment, produce and direct an informational video by writing the copy, scheduling production, shooting and logging the footage, and editing the tape. Video must be produced and directed according to guidelines provided by professional jury.

PERFORMANCE MEASURE
M4.16 Informational video produced; rated acceptable according to professional jury-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Prepare an action plan.
2. Write the script.
3. Schedule equipment and talent.
4. Shoot footage.
5. Post-stripe footage (if necessary).
6. Log footage.
7. Prepare edit decision list (EDL).
8. Videotape edited informational video.
9. Prepare an oral presentation about the purpose and objectives of the informational video; deliver it to a professional jury.

DUTY AREA

5. DEMONSTRATING BROADCAST COMMUNICATIONS

TASKS/COMPETENCIES

5.1 Demonstrate studio communication skills.

5.2 Demonstrate oral interpretation skills.

5.3 Demonstrate script delivery skills.

5.4 Demonstrate extemporaneous speaking skills.

5.5 Demonstrate vocalization and diction.

5.6 Demonstrate announcing techniques.

DUTY AREA
5. DEMONSTRATING BROADCAST COMMUNICATIONS

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
5.1 Demonstrate studio communications skills.

PERFORMANCE OBJECTIVE
P5.1 Given studio communications equipment, demonstrate effective studio communications skills based on instructor guidelines. Performance must incorporate listening skills, brevity, and clarity of instruction.

PERFORMANCE MEASURE
M5.1 Student demonstration; all items rated acceptable according to instructor observation and checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. During a taping, identify and demonstrate listening skills, brevity and clarity of instruction.
2. Write a sequence of instructions to be delivered to the camera operator.
3. Deliver a sequence of instructions to camera operator. (Make an audio tape for student critiquing.)
4. Have students critique audio tape with instructor.
5. During a taping, demonstrate and maintain poise and composure while giving rapid-fire instructions to operators.
6. Camera operators will demonstrate effective listening skills by implementing instructions given.

DUTY AREA
5. DEMONSTRATING BROADCAST COMMUNICATIONS

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 112, BCS 201
BCS 202

TASK/COMPETENCY
5.2 Demonstrate oral interpretation skills.

PERFORMANCE OBJECTIVE
P5.2 Given a work of literature and instructor guidelines, demonstrate effective oral interpretation skills for on-camera delivery by analyzing the selection for content and comprehension and using delivery skills of intonation, enunciation, clarity, eye contact, and projection. Performance must be rated acceptable according to instructor guidelines.

PERFORMANCE MEASURE
M5.2 Work of literature delivered on camera; all items on instructor checklist rated acceptable according to guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Choose a target audience and a piece of poetry or prose that would be effective for the audience.
2. Analyze the selection for content, comprehension, and delivery skills, including intonation, enunciation, clarity, eye contact, and projection.
3. Practice the piece in front of a mirror.
4. Tape delivery of the piece for critical analysis.

DUTY AREA
5. DEMONSTRATING BROADCAST COMMUNICATIONS

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 112, BCS 201
BCS 202

TASK/COMPETENCY
5.3 Demonstrate script delivery skills.

PERFORMANCE OBJECTIVE
P5.3 Given a prepared script and delivery guidelines, demonstrate effective script delivery skills, which include clarity, intonation, enunciation, poise, eye contact, and projection. Skills must be demonstrated according to delivery guidelines.

PERFORMANCE MEASURE
M5.3 Student-prepared tape; rated acceptable according to checklist based on delivery guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Analyze script and practice delivery technique.
2. Prepare a tape for critical analysis.
3. Critique tape for clarity, intonation, enunciation, poise, eye contact, and projection.

DUTY AREA
5. DEMONSTRATING BROADCAST COMMUNICATIONS

COURSE
TV Production I (8622)
TV Production II (8623)
BCS 112, BCS 201
BCS 202

TASK/COMPETENCY
5.4 Demonstrate extemporaneous speaking skills.

PERFORMANCE OBJECTIVE
P5.4 Given a topic and a 15-minute preparation time, demonstrate effective extemporaneous speaking skills by delivering a 3-minute monologue that sticks to the subject and illustrates effective delivery techniques.

PERFORMANCE MEASURE
M5.4 3-minute monologue; rated acceptable according to checklist based on instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the concept of extemporaneous styles and delivery.
2. Students will select topics and gather resources.
3. Tape delivery of student presentation.
4. Critique the presentations, including analysis of stalling techniques and verbiage.

DUTY AREA **COURSE**
5. DEMONSTRATING BROADCAST COMMUNICATIONS BCS 111

TASK/COMPETENCY
5.5 Demonstrate vocalization and diction.

PERFORMANCE OBJECTIVE
P5.5 Given classroom instruction, assigned text readings, and instructor-specified exercises, demonstrate effective vocalization and diction by completing the exercises according to instructor guidelines.

PERFORMANCE MEASURE
M5.5 Student presentation; all items rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List and identify the body parts and systems involved in speech.
2. Explain the function of each body part and system in vocalization.
3. Explain and give examples of sloppy diction, regionalisms, dialects, fluency, rate, pitch, and volume.
4. Practice and deliver various instructor-assigned exercises to demonstrate effective application of good vocal techniques.

DUTY AREA **COURSE**
5. DEMONSTRATING BROADCAST COMMUNICATIONS BCS 111

TASK/COMPETENCY
5.6 Demonstrate announcing techniques.

PERFORMANCE OBJECTIVE
P5.6 Given professional demonstrations and instructor-specified broadcast copy, demonstrate effective announcing techniques by choosing an appropriate format and style, and employing acceptable rate, pitch, volume, vitality, and inflecction.

PERFORMANCE MEASURE
M5.6 Reading of instructor-specified broadcast copy; performance rated acceptable according to instructor checklist based on professional demonstrations of announcing

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe different radio formats.
2. Explain announcing styles for each radio format.
3. Review rate, pitch, and volume.
4. Explain vitality and inflection.
5. Explain and demonstrate script-marking techniques for announcing.
6. Practice reading instructor-specified broadcast copy.
7. Deliver copy on-microphone while operating equipment.
8. Assess announcing technique.

DUTY AREA

6. OPERATING EDITING EQUIPMENT

TASKS/COMPETENCIES

6.1 Mark an edit log.

6.2 Operate video editor.

6.3 Operate time base corrector.

6.4 Operate video switcher.

6.5 Operate an audio board for editing.

6.6 Edit-in supplemental materials.

6.7 Edit a program.

6.8 Dub a video tape.

6.9 Identify technological advances in editing equipment.

6.10 Identify uses of time code.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
6.1 Mark an edit log.

PERFORMANCE OBJECTIVE
P6.1 Given a tape of raw master footage, a VTR, a shot log, and instructor guidelines, mark an edit log to contain scenes, shots, take numbers, notation of take (good/not good), and incue and outcue numbers.

PERFORMANCE MEASURE
M6.1 Edit log marked; rated acceptable according to instructor-prepared guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of an accurate edit log.
2. Explain how a shot log is used.
3. Demonstrate how to complete an edit log.
4. Describe how to read the edit controller display numbers.
5. Demonstrate operation of edit controller for accurate logging.
6. Explain elements to look for when previewing raw master footage.
7. State studio procedures for filing logs and raw footage.
8. Compare good/better/best edit logs.
9. Explain advantages of field logging.
10. Demonstrate post-striping.
11. Demonstrate how to make a window dub.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
6.2 Operate video editor.

PERFORMANCE OBJECTIVE
P6.2 Given instructor guidelines, a video editing system, raw footage tapes, a script, and edit logs, operate video editor to produce an edited tape. Edited master must be no more than second generation; all edits must be stable; video and audio must be clear with a minimum of noise and must be an accurate rendition of the script.

PERFORMANCE MEASURE
M6.2 Demonstrated hands-on operation of video editor and edited tape; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain insert and assembling editing.
2. Demonstrate the operation of various editing system components.
3. Demonstrate how to record a control track.
4. Hook up or patch editing system, if necessary.
5. Describe characteristics of good editing.
6. Interpret edit log to make editing decisions.
7. Practice operating editing equipment.
8. Explain examples of aesthetics of videotape editing (continuity and parallel editing).

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
6.3 Operate time base corrector.

PERFORMANCE OBJECTIVE
P6.3 Given a video signal, time base corrector (TBC), editing system, and a waveform monitor, operate time base corrector according to industry standards by feeding the video into the TBC, processing and adjusting signal, and feeding processed signal into an editing system so that video H and V phase, hue, burst phase, and chroma are set to IEEE vertical or line lock standards as measured on a waveform monitor.

PERFORMANCE MEASURE
M6.3 Time base corrector operated according to industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explalin IRE standards.
2. Identify the functions of TBC control.
3. Interpret a waveform monitor.
4. Feed a video signal into the TBC.
5. Show how to feed a processed signal to various devices.
6. Set up vertical or line lock.
7. Identify the functions (modes) of the TBC, and explain the theory behind what they control.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 101, BCS 102,
BCS 201, BCS 202

TASK/COMPETENCY
6.4 Operate video switcher.

PERFORMANCE OBJECTIVE
P6.4 Given a variety of video sources, intercom headphones, director commands, a video switcher, and an editing system, operate video switcher to bring up correct video sources with 100% accuracy in timing.

PERFORMANCE MEASURE
M6.4 Student demonstration; correct video sources brought up with 100% accuracy in timing

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the role of the switcher in editing a program.
2. Identify the types of video sources feeding into the switcher.
3. Demonstrate control.
4. Interpret director commands for editing.
5. Explain A/B/C rolling.
6. Practice selecting and mixing sources according to commands.
7. Perform A/B roll transitions.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 101, BCS 102
BCS 201, BCS 202

TASK/COMPETENCY
6.5 Operate an audio board for editing.

PERFORMANCE OBJECTIVE
P6.5 Given an audio board and accessories, editing system, and instructor guidelines, operate an audio board for editing. Audio levels must be mixed and equalized correctly, and audio source must be selected at the proper time with 100% accuracy.

PERFORMANCE MEASURE
M6.5 Student demonstration; rated acceptable according to checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain the importance of good audio levels.
2. Describe the process of audio sweetening.
3. Analyze the differences in audio that have been sweetened and those which have not.
4. Identify and locate all audio sources feeding into the board.
5. Use audio board for editing in accordance with instructor guidelines.
6. Perform split-edits.
7. Describe use of natural sound, music, and effects.
8. Process audio signals.
9. Perform multi-track *sel sync* editing in preparation for the edit session.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
6.6 Edit-in supplemental materials.

PERFORMANCE OBJECTIVE
P6.6 Given an editing system, a waveform monitor, and a script that calls for supplemental materials such as slides, live graphics, or other electronic titles to be added to a master tape, edit-in supplemental materials. To meet industry standards, edited-in material must add to the continuity of the program, be jitter-free, color-balanced, and focused and must not read more than 100 IRE units on a waveform monitor.

PERFORMANCE MEASURE
M6.6 Student-produced tape; all components must meet industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe how supplemental materials are used to enhance a program.
2. Operate a video switcher.
3. Review operation of audio board, waveform monitor, character generator, and slide/film chain.
4. Interpret storyboards and scripts.
5. Describe continuity.
6. Feed materials onto a record VTR.
7. Insert materials into a master edit tape.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
6.7 Edit a program.

PERFORMANCE OBJECTIVE
P6.7 Given a video editing system, a script and raw footage, edit a program to the specifications of the script. All edits must be stable, the audio and video must be clear with a minimum of noise, and the edited master must be no more than a second generation.

PERFORMANCE MEASURE
M6.7 Student-produced edited tape; rated acceptable according to instructor checklist bsed on script specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Display sample scripts, review ways to interpret scripts, and supervise group practice in script interpretation.
2. Review, assemble, and insert editing.
3. Explain the reasons for editing to second generation only.
4. Edit-in supplemental materials.
5. Analyze the script for number and type of pre-builds.
6. Prepare pre-builds.
7. Operate video editing system.
8. Show how to identify audio and video that are stable, clear, and quiet.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 102, BCS 201,
BCS 202

TASK/COMPETENCY
6.8 Dub a video tape.

PERFORMANCE OBJECTIVE
P6.8 Given instructor criteria, a master tape, a blank tape, and two VTR's, dub a video tape to have a minimum degradation of audio, video, and sync as measured on a waveform monitor.

PERFORMANCE MEASURE
M6.8 Master tape dubbed onto blank tape; rated acceptable according to criteria provided by instructor

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review operation of necessary studio equipment.
2. Demonstrate how to dub from one VTR to another.
3. Describe how to recognize audio and video degradation.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
TV Production II (8623)
BCS 227, BCS 235

TASK/COMPETENCY
6.9 Identify technological advances in editing equipment.

PERFORMANCE OBJECTIVE
P6.9 Given a list of topics on the various developments in post-production equipment and materials and instructor guidelines, identify technological advances in editing equipment, including advances in stereo television and high definition TV (HDT), new ways of audio editing, and types of computer graphics generators.

PERFORMANCE MEASURE
M6.9 Written or oral report; rated acceptable according to instructor-prepared guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe advances in editing procedures through computer technology.
2. Explain advances in stereo television and high definition TV (HDT).
3. Explain new ways of audio editing.
4. Describe the types of computer graphics generators and their use in the editing process.

DUTY AREA
6. OPERATING EDITING EQUIPMENT

COURSE
BCS 201, BCS 202

TASK/COMPETENCY
6.10 Identify uses of time code.

PERFORMANCE OBJECTIVE
P6.10 Given information on the development and importance of time code, identify uses of time code by completing a written test with 90% accuracy.

PERFORMANCE MEASURE
M6.10 Instructor-prepared test; 90% accuracy required

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Outline the development of time code and its significance video tape production.
2. Explain the differences between time code and pulse count systems.
3. Recognize time code by viewing window dub.
4. Explain the importance of time code in computer editing.

DUTY AREA

7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

TASKS/COMPETENCIES

7.1 Operate electronic field production camera and recorders.

7.2 Operate video tape recorder (VTR).

7.3 Compose shots on EFP camera.

7.4 Operate portable lights for a field production.

7.5 Operate remote microphones.

DUTY AREA
7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
7.1 Operate electronic field production cameras and recorders.

PERFORMANCE OBJECTIVE
P7.1 Given a video tape recorder, electronic field production camera, and operation manuals, operate electronic field production cameras and recorders to meet industry standards for video levels.

PERFORMANCE MEASURE
M7.1 Student demonstration; performance rated acceptable according to instructor checklist based on industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. List safety and care precautions for handling camera and VTR equipment.
2. State the function and demonstrate operation of parts of the camera as indicated in the operator's manual.
3. State the function and demonstrate operation of power accessories (ac power supply, batteries, and camera cable).
4. State the function and demonstrate operation of EFP lens.
5. List filter or other requirements for outdoor and indoor use.
6. Identify industry standards for video levels.
7. Demonstrate setup of accessory equipment.
8. Explain the effects lightweight portable television cameras have had on television operations.
9. Describe the function and uses of scene files.
10. Describe the function and uses of remote lighting.
11. Explain how three-point lighting can be used in a remote location.

DUTY AREA
7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
7.2 Operate video tape recorder (VTR).

PERFORMANCE OBJECTIVE
P7.2 Given an operating EFP unit and instructor guidelines, operate a video tape recorder (VTR) to record audio and video for 1 minute. On playback, the picture must be free from jitter and tracking error. The sound must be clearly audible and free from distracting sound.

PERFORMANCE MEASURE
M7.2 1-minute tape; rated acceptable according to instructor checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review all components of the EFP system.
2. Identify proper tape insertion and hook-up procedures for each of the following: camera-to-VTR, microphone-to-VTR, power, headphones-to-VTR.
3. Demonstrate hook-up procedures for VTR to television.
4. State procedures for proper care, handling, and striking of VTR.
5. Outline proper sequence for recording, playing back, and evaluating sound and picture quality.
6. Explain the function and demonstrate the operation of the VU meter to monitor audio, video, and battery levels.
7. Explain the function of warning lights found on EFP VTR.
8. Describe ways consumers and industry are using new format types.
9. Explain the advances in camcorders (Betacam).

DUTY AREA
7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
7.3 Compose shots on EFP camera.

PERFORMANCE OBJECTIVE
P7.3 Given an EFP camera, oral director commands, and a specified field location, compose shots on EFP camera by incorporating focusing techniques; video slates and shot logs; objective and subjective density; visual balance; and cutaway, insert, and reaction shots.

PERFORMANCE MEASURE
M7.3 17 of 20 director commands executed correctly, with each shot balanced and focused using the rule of one-thirds

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define and demonstrate the rule of one-thirds.
2. Explain and demonstrate proper focusing technique.
3. Review camera commands.
4. Demonstrate proper composition of a specified command.
5. Practice focusing techniques.
6. Explain and show the uses of video slates and shot logs.
7. Explain and show objective and subjective density.
8. Explain and show examples of visual balance.
9. Explain and show examples of the 30%/30 degree rule.
10. Explain and show examples of juxtaposition rules.
11. Explain and show examples of good and bad shot grouping.
12. Explain and show examples of cutaway, insert, and reaction shots.

DUTY AREA
7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
7.4 Operate portable lights for a field production.

PERFORMANCE OBJECTIVE
P7.4 Given instructor guidelines, a portable lighting kit, and a field production assignment, operate portable lights for a field production by placing, connecting, and adjusting back, key, and fill lights for a contrast ratio of no more than 20:1.

PERFORMANCE MEASURE
M7.4 Operation of lights for specified assignment; rated acceptable according to checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Review the functions of back, key, and fill lights.
2. Explain lighting ratios.
3. Review lighting for a simple set.
4. List the parts of a lighting kit.
5. Demonstrate the proper way to handle lights; emphasize all safety precautions.
6. Place, aim, and adjust lights.
7. Demonstrate how to connect lights to avoid blowing circuits.
8. Review reading a light meter.
9. Change blown lamps in accordance with safety procedures.
10. Discuss and show the varied uses of the Kelvin scale, dichrotic filters, and neutral density filters.
11. Explain and show examples of contrast ratios.

DUTY AREA
7. OPERATING ELECTRONIC FIELD PRODUCTION (EFP) EQUIPMENT

COURSE
TV Production II (8623)
BCS 201, BCS 202

TASK/COMPETENCY
7.5 Operate remote microphones.

PERFORMANCE OBJECTIVE
P7.5 Given a production assignment sheet; audio cables; and hand, lavaliere, and wireless, and shotgun microphones, operate remote microphones by selecting the proper microphone for the situation, connecting the microphone to the VTR, and recording the sound. Microphones must be operated so that the subject is recorded with matching perspective and is heard clearly and distinctly without hum. Signal-to-noise level must be within limits set by instructor and based on industry standards.

PERFORMANCE MEASURE
M7.5 Student demonstration; rated acceptable according to industry standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe and differentiate among the functions of at least three kinds of microphones.
2. Explain ways to identify audio needs on location as related to selected scripts and how to select the best remote microphone to meet these needs.
3. Connect microphones to VTR according to specifications.
4. Place microphones in relate to subject according to specifications.
5. Dress microphone cables safely in accordance with specifications.
6. Describe ways to hear and correct problems with perspective, clarity, signal-to-noise, and distracting sound.

DUTY AREA

8. ANALYZING DESIGN VALUES

TASKS/COMPETENCIES

8.1 Design a set.

8.2 Select props.

8.3 Select clothing costumes.

8.4 Dress the set.

DUTY AREA
8. ANALYZING DESIGN VALUES

COURSE
TV Production II (8623)
BCS 102, BCS 125,
BCS 201, BCS 202

TASK/COMPETENCY
8.1 Design a set.

PERFORMANCE OBJECTIVE
P8.1 Given a program format, instructor guidelines, and set design grid paper, design a set using background scenery and flats, floor treatments, and all necessary props according to instructor guidelines. The set must be designed in relation to lighting and camera positions.

PERFORMANCE MEASURE
M8.1 Student-designed set; all items rated acceptable in accordance with instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify elements of set design.
2. Practice drawing a set floor plan.
3. Explain importance of designing a set floor plan in relation to lighting and cameras.
4. Build and place set in studio, if possible.

DUTY AREA
8. ANALYZING DESIGN VALUES

COURSE
TV Production II (8623)
BCS 102, BCS 201,
BCS 202

TASK/COMPETENCY
8.2 Select props.

PERFORMANCE OBJECTIVE
P8.2 Given an assignment as a property manager, a program format, and a property inventory list, select props appropriate for the specific format by checking the necessary props on the inventory list.

PERFORMANCE MEASURE
M8.2 Completed prop inventory list for given assignment; selection made with 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify different types of props.
2. Identify the appropriate props for different types of program formats.
3. Practice making prop lists for different programs.
4. View several tape programs and describe props used in shows.

DUTY AREA
8. ANALYZING DESIGN VALUES

COURSE
TV Production II (8623)
BCS 102, BCS 112,
BCS 201, BCS 202

TASK/COMPETENCY
8.3 Select clothing/costumes.

PERFORMANCE OBJECTIVE
P8.3 Given program format, set design, talent identification, and instructor guidelines, select clothing/costumes for the talent. Selection must be based upon camera reproduction of fabric texture, color, lighting, and patterns.

PERFORMANCE MEASURE
M8.3 Clothing/costumes selection for talent; rated acceptable according to guidelines established by instructor

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe appropriate costumes for different program formats.
2. Describe the effect of clothing on audience attention and retention.
3. Identify clothing problems on television (Moiré effect, blooming).
4. Identify effects of camera, lighting, skin tones, patterns, and texture.
5. Illustrate different types of clothing on camera, and have class analyze.

DUTY AREA
8. ANALYZING DESIGN VALUES

COURSE
TV Production II (8623)
BCS 102, BCS 125,
BCS 201, BCS 202

TASK/COMPETENCY
8.4 Dress the set.

PERFORMANCE OBJECTIVE
P8.4 Given instructor guidelines, a program format, set design, and prop list, dress the set by selecting and placing objects that will enhance visual aspects of the television program.

PERFORMANCE MEASURE
M8.4 Student-dressed set, rated acceptable according to instructor checklist based on guidelines provided

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify materials used to dress a set.
2. Practice choosing materials for set dressing.
3. Evaluate dressings used on sets of various television programs.

DUTY AREA

9. MANAGING COMPUTER TECHNOLOGY

TASK/COMPETENCIES

9.1 Identify computer applications in television production.

9.2 Execute a program.

9.3 Create a text graphic.

9.4 Create a luminance key graphic using camera capture.

9.5 Create a paint graphic.

9.6 Create an autosequence.

9.7 Create an autosequence to run program graphic information.

9.8 Create broadcast copy using word processing software.

9.9 Create broadcast copy using scripting software.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
TV Production II (8623)
BCS 125, BCS 227

TASK/COMPETENCY
9.1 Identify computer applications in television production.

PERFORMANCE OBJECTIVE
P9.1 Given classroom instruction and resources, identify on a written test computer applications in television production such as graphics, pre- and post-production uses, character generator, overall enhancement, and applications of computer-generated music and sound effects.

PERFORMANCE MEASURE
M9.1 Instructor-prepared test; 85% accuracy required

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Define computer-generated graphics, and show recorded examples.
2. Explain post-production uses of the computer in areas such as video tape editing, audio sweetening, sound effects editing, and digital video effects.
3. Define character generator and describe its uses in opening titles, closing titles, credits, and lower thirds.
4. Describe how television engineers are using computers to enhance overall camera operations.
5. Explain uses of computers in pre-production areas such as writing, prop lists, talent contracts, above-the-line and below-the-line budgets, and production scheduling.
6. Explain applications of computer-generated music and sound effects.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
TV Production II (8623)
BCS 101, BCS 102,
BCS 125, BCS 201,
BCS 202, BCS 227

TASK/COMPETENCY
9.2 Execute a program.

PERFORMANCE OBJECTIVE
P9.2 Given available software and instructor guidelines, execute a program by selecting and using appropriate software to meet instructor specifications and program needs.

PERFORMANCE MEASURE
M9.2 Program executed in accordance with instructor specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics for given software.
2. Describe appropriate applications of software packages.
3. Use software package in appropriate situations.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 125

TASK/COMPETENCY
9.3 Create a text graphic.

PERFORMANCE OBJECTIVE
P9.3 Given classroom instruction and demonstration, create a text graphic that adheres to technical and aesthetic graphic design guidelines.

PERFORMANCE MEASURE
M9.3 Text graphic created; rated acceptable according to graphic design guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics for given software.
2. Describe appropriate applications of software.
3. Use software package to create graphic.
4. Create directory and sub-directory as specified by instructor.
5. Save completed graphic to sub-directory.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 125

TASK/COMPETENCY
9.4 Create a luminance key graphic using camera capture.

PERFORMANCE OBJECTIVE
P9.4 Given demonstration and appropriate software, create a luminance key graphic using camera capture by executing the program according to instructors.

PERFORMANCE MEASURE
M9.4 Luminance key graphic created; rated acceptable according to instructor-prepared checklist based on software instructions

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics for given software.
2. Describe appropriate applications of software.
3. Produce luminance key card per instructor specifications.
4. Camera capture (digitize) key card information.
5. Create digitized luminance key graphic.
6. Use software features to improve resolution of image.
7. Save completed digitized luminance key graphic to sub-directory.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 125

TASK/COMPETENCY
9.5 Create a paint graphic.

PERFORMANCE OBJECTIVE
P9.5 Given classroom instruction and demonstration and appropriate software, create a paint graphic by using features of paint graphic software according to program instruction.

PERFORMANCE MEASURE
M9.5 Paint graphic created; rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics for given software.
2. Describe appropriate applications of software.
3. Prepare graphic design according to instructor specifications.
4. Use paint graphic software features to create graphic.
5. Colorize and edge graphic information per instructor specifications.
6. Save paint graphic to sub-directory.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 125

TASK/COMPETENCY
9.6 Create an autosequence.

PERFORMANCE OBJECTIVE
P9.6 Given classroom instruction and demonstration and appropriate software, create an autosequence by using flow-chart commands and the autosequencing software feature according to instructor guidelines.

PERFORMANCE MEASURE
M9.6 Autosequence created; rated acceptable according to instructor-prepared checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific features for given software.
2. Describe appropriate applications of software.
3. Flow-chart commands for program per instructor specification.
4. Use autosequencing software feature to create autosequence.
5. Save autosequence to sub-directory.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 125

TASK/COMPETENCY
9.7 Create an autosequence to run program graphic information.

PERFORMANCE OBJECTIVE
P9.7 Given classroom instruction and demonstration and appropriate software, create an autosequence to run program graphic information in accordance with instructor specifications.

PERFORMANCE MEASURE
M9.7 Student-produced autosequence that meets instructor specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Use software to create text and paint graphics for instructor-specified television program.
2. Create autosequence to load fonts needed for graphics and to automatically display information in sequence for television program duration.
3. Save text and paint graphics and autosequence to sub-directory.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 227

TASK/COMPETENCY
9.8 Create broadcast copy using word processing software.

PERFORMANCE OBJECTIVE
P9.8 Given classroom instruction, demonstration, and word processing software, create broadcast copy using word processing software according to program instructions to meet instructor specifications.

PERFORMANCE MEASURE
M9.8 Broadcast copy that meets instructor specifications

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics of given software.
2. Describe appropriate applications of software packages.
3. Use software to create broadcasting copy.
4. Save copy to disk as specified by instructor.

DUTY AREA
9. MANAGING COMPUTER TECHNOLOGY

COURSE
BCS 201, BCS 202, BCS 227

TASK/COMPETENCY
9.9 Create broadcast copy using scripting software.

PERFORMANCE OBJECTIVE
P9.9 Given classroom instruction, demonstration, and scripting software, create broadcast copy using scripting software according to program instructions. Copy should meet instructor specifications.

PERFORMANCE MEASURE
M9.9 Broadcast copy that meets instructor checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Identify specific characteristics for scripting software.
2. Explain and describe appropriate applications of software package.
3. Use software commands to create ASCII files of broadcast copy.
4. Save ASCII file to specified sub-directory.
5. Load scripting software and access broadcast copy ASCII file.
6. Use scripting software to process ASCII broadcast copy into formatted broadcast copy.
7. Print out completed script.

DUTY AREA

10. UNDERSTANDING THE NATURE OF TRANSMISSION SYSTEMS

TASKS/COMPETENCIES

10.1 Investigate a significant development in the history of television.

10.2 Describe the various types of television transmission/distribution systems.

10.3 Predict future uses of television.

DUTY AREA
10. UNDERSTANDING THE NATURE OF TRANSMISSION SYSTEMS

COURSE
BCS 100, BCS 227

TASK/COMPETENCY
10.1 Investigate a significant development in the history of television.

PERFORMANCE OBJECTIVE
P10.1 Given a list of topics concerning the history of television, investigate a significant development in the history of television by gathering adequate and reliable information from a variety of sources and presenting the information in an oral report according to time and delivery guidelines.

PERFORMANCE MEASURE
M10.1 Oral report on topic selected from list; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe the first technological advances in television.
2. Describe the first program created.
3. Describe the "Golden Age" of television (1948-1957) and its significance in programming.
4. Explain the creation of networks, and identify the rule of networks and their affiliates in the industry.
5. Investigate the early history of the FCC and describe the role it plays in television today.
6. Explain the role of advertisers in the broadcast industry.
7. Describe the social impact of television in the viewing public.

DUTY AREA
10. UNDERSTANDING THE NATURE OF TRANSMISSION SYSTEMS

COURSE
BCS 100, BCS 227

TASK/COMPETENCY
10.2 Describe the various types of television transmission/distribution systems.

PERFORMANCE OBJECTIVE
P10.2 Given information on the various methods of transmitting television signals, describe on a written test the various types of television transmission/distribution systems including cable, satellites, and teleconferencing.

PERFORMANCE MEASURE
M10.2 Instructor-prepared test; 80% accuracy required

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Explain how a cable television system works.
2. Describe uses of satellites in television distribution.
3. Define *uplink* and *downlink*.
4. Describe uses of teleconferencing.
5. Invite a representative from a local television station to explain to class various systems in use in the locality.
6. Go on a field trip to local facility.

DUTY AREA
10. UNDERSTANDING THE NATURE OF TRANSMISSION SYSTEMS

COURSE
BCS 100, BCS 227

TASK/COMPETENCY
10.3 Predict future uses of television.

PERFORMANCE OBJECTIVE
P10.3 Given access to information on trends related to television in education, business and home, predict future uses of television. Predictions should consider the impact of change on the individual consumer, families, and communities of various compositions and size, and must be presented in a written or oral report according to instructor guidelines.

PERFORMANCE MEASURE
M10.3 Written or oral report; rated acceptable according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES
1. Describe present and future uses of television in the home.
2. Describe ways new technology influences local programming, networks, and affiliates.
3. Explore the future of cable television and the potential impact on programming, the consumer, and the networks.
4. Describe the different uses and effects of commercial television, public television, and public access television.
5. Explain television's potential for fragmenting society.
6. Explore future developments in consumer and industrial television hardware.

PROGRAM DESIGN

Secondary Course Offerings

Postsecondary Course Requirements

SECONDARY COURSE OFFERINGS

Television Production I	8622 - grade level 11-12
Television Production II	8623 - grade level 12

POSTSECONDARY COURSE REQUIREMENTS

BCS 100	Broadcasting in America
BCS 101-102	Introduction to Radio/TV Production I-II
BCS 111-112	Speech for Radio/TV I-II
BCS 125	Television Design
BCS 201-202	Advanced Radio/TV Production I-II
BCS 227	Technical Problems of Radio/TV
BCS 235	Radio/TV Station Management and Operation
BCS 245	Writing for Radio/TV
BCS 247	Broadcast Advertising and Sales
BCS 255	Social Issues in American Broadcasting
BCS 290	Coordinated Internship in Radio and Television Production

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